

EXCEPTIONAL CHILDREN DIVISION

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IN THIS ISSUE

- Congratulation! Staff Changes
- New on the Web!
- IDEA Grant Applications for 2009-10
- Funding Reminders
- Overcoming Barriers to PBS Implementation
- Walking Track
- On the Right Track

BEHAVIOR SUPPORT & SPECIAL PROGRAMS SECTION STAFF

Joe Simmons
Section Chief

Chris Alberti
Special Program Consultant

Valerie Herndon
Special Program Consultant

Valencia Davis
CS/SOP

Heather Reynolds
PBS Consultant

Pat Gillott
Support

BEHAVIOR SUPPORT CONSULTANTS

Vacant

Vacant

Teresa Dais

Beth Robinson

REGIONAL PBS COORDINATORS

Margaret Gannon

Minnie Kidd

Cayce McCamish

Dreama McCoy

Dana Rusher

Richard Tedescucci

Correy Watkins

Julie Weatherman

Behavioral Support & Special Programs Section Update

Opening the Lines of Communication...

Please review the following information about upcoming events and recent changes within our section. This document is provided in an attempt to enhance communication and provide support to each of your districts. We hope that you'll look forward to future editions!

Congratulations!

Submitted by Valerie Herndon and Chris Alberti, DPI

Joe Simmons is the new Section Chief for the Behavior Support and Special Programs Section in the Exceptional Children Division. Joe has provided leadership to the Division as a Behavior Support Consultant in the section since 2004. Prior to coming to the North Carolina Department of Public Instruction, he served as a Behavior Support Liaison with the Durham Public Schools and as the Willie M. Coordinator for Durham County Mental Health.

Joe's skills and experience include working collaboratively with school systems and Mental Health. In this new position, he will strive to see that more of the students with challenging behaviors will succeed academically and be productive members of society. In his spare time, Joe enjoys riding his motorcycle, playing tennis, swimming and working out. His favorite color is blue. Joe is married with 2 daughters.

Dreama McCoy – Positive Behavior Support (PBS) Coordinator for region seven. Dreama has been a part of PBS State Leadership for several years and has a wealth of PBS experience. She comes to us from the Durham Public Schools where she served as the Behavior Support Liaison. Prior to her position in Durham Public Schools, Dreama worked in Mental Health as the Court Liaison /Coordinator under the System of Care Program.

Dreama's skills and experience include Systems of Care and working with multiple agencies. She has a friendly attitude, is open to change, works hard and is dedicated to her field. In her new position, Dreama aspires to assist teachers in school districts and advocate for students' rights to ensure that all students receive an appropriate education. In her spare time, Dreama enjoys spending time with her family. She is married with 4 children: Her oldest son is a freshman at ECU, 2 daughters 6 and 11 and her youngest is a 2 and ½ year old boy.

New on the Web!

Submitted by Valerie Herndon, DPI

The 2nd Edition of *A Guide for the Transportation of Preschoolers and Children with disabilities* is available on the Behavior Support and Special Programs Section, Exceptional Children Division, website at <http://www.ncpublicschools.org/ec/supportprograms/resources/>. The publication includes current federal and state laws, policies, guidelines, and best practices for safe and efficient transportation of students with disabilities and special needs in traditional public schools.



IDEA Grant Applications for 2009-10

Submitted by Valerie Herndon, DPI

Local education agency (LEA) grant applications for funds under Part B of the Individuals with Disabilities Education Act (IDEA) for the 2009-10 school year are due to the Department of Public Instruction (DPI) by May 29, 2009. The LEA web-based application for the IDEA, Part B (611), (619), and Capacity Building and Improvement (SLIVER) Grants are available in the Exceptional Children Application Management System beginning April 1, 2009.

Funding Reminders

Submitted by Chris Alberti, DPI

Funding continues to be available for the 2008-2009 school year in the following funding programs. Reminders/tips are listed after each fund.


- **Developmental Day Center (DDC) – PRC 63** – Send in a new roster when applying for additional slots. All teachers providing special education to preschool children placed by the LEA in developmental day centers must have either the Preschool Add-On license, or Birth-Kindergarten (B-K) license. The deadline to submit an application for the 2008-09 school year is May 15, 2009.
- **Community Residential Center (CRC) – PRC 63** - Funds may be used for ESY services. ESY must be part of the child's IEP. The deadline for application submission is May 15, 2009.
- **Group Home/Foster Home (GFH) – PRC 32 and PRC 60** – The application must be submitted no later than sixty (60) days after the eligible student enrolls in the LEA. A child cannot receive Group/Foster Home, Special State Reserve and Behavioral Support funds in the same year. The LEA must determine which application is most appropriate. The deadline for application submission is May 15, 2009.
- **Out-of-District Placement (OOD) – PRC 60** – The LEA should exhaust all possible in-state residential placements before placing a child out-of-state. The billing is annual and the Out-of-District Placement Reimbursement Invoice should be submitted by May 15, 2009. The estimated amount of funds for reimbursement will be up to but not more than 50% of the total cost of educational placement.
- **Special State Reserve (SSRF) – PRC 63** – Any student receiving Average Daily Membership (ADM), Federal IDEA, Part B, 611/619 or State Exceptional Children Funds from your LEA is not eligible to receive Special State Reserve funds. An application must be submitted within 60 days of the student's enrollment in your school system. The deadline for submitting an application is May 15, 2009.

Funds in the Risk Pool Program are exhausted at this time. Funds may build up as the year progresses and LEAs revert funds. Contact Chris Alberti at 919-807-3995 prior to making a written application for Risk Pool funding.

Overcoming Barriers to PBS Implementation

Submitted by Cayce McCamish, DPI

A recent research article in the Journal of Positive Behavior Interventions (Lohrmann, Forman, Martin & Palmieri, 2008) outlines the five most common barriers that schools experience when implementing universal components of PBS. Researchers explain these barriers and make recommendations for how to address each. Please see a brief listing of the results of this fascinating study below.





Barrier to Change	Strategy Set
Lack of administrative direction and leadership (ex. prioritization, support, cohesiveness with staff)	<ul style="list-style-type: none"> • Spend time with administrator upfront to establish expectations • Touch bases with administrator frequently to provide updates, reminders, encouragement • Provide coaching for specific situations
Skeptical that universal intervention is needed (ex. not connecting academic and behavioral needs to outcomes or lack of awareness about disciplinary issues)	<ul style="list-style-type: none"> • Get to know the school and priorities • Construct a profile using existing school data • Share information and evidence • Provide logical rationale linked to their specific needs, goals, etc. • Conduct survey/ vote to determine interest
Hopeless about change	<ul style="list-style-type: none"> • Use local demonstration data • Use testimonials to share success stories • Individualize implementation to move at the school's pace and responsiveness
Philosophical differences (ex. beliefs about use of punishments, use of rewards, and intrinsic motivation)	<ul style="list-style-type: none"> • Have ongoing dialogue and discussion • Use examples, stories, empirical evidence, negotiation, and problem solving
Staff feel disenfranchised from each other, the administrator, or the mission of the school	<ul style="list-style-type: none"> • Build rapport with school staff • Engage staff in activities for designing intervention components • Frequently disseminate small bits of information • Provide staff monthly updates • Provide staff with opportunities to comment, discuss, and approve of plans (ex. discussion groups) • Use subcommittees • Provide staff with training

For more information: Lohrmann, S., Forman, S., Martin, S. & Palmieri, M. (2008). Understanding school personnel's resistance to adopting schoolwide Positive Behavior Support at a universal level of intervention. *Journal of Positive Behavior Interventions*, 10, 256-269.

Walking Track

Submitted by Kellan Hill, Lenoir County

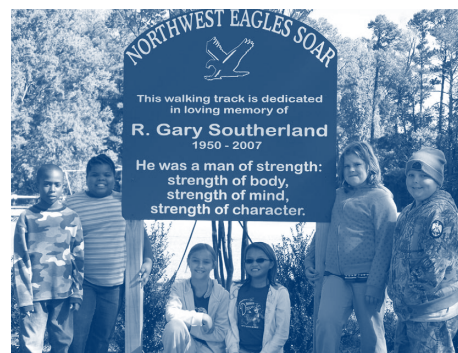
Banks Elementary School recently put a Walking Track Incentive Program in place to promote wellness and improve positive behavior and team building on the playground. The program is supported by and facilitated through the Positive Behavior Support Program. Students in grades Kindergarten through Fifth grade have the choice of participating in the Walking Track program on Mondays and Wednesdays. For each lap walked, students receive a straw and mark their progress on a chart created by their teacher. Every other week students are recognized for meeting benchmarks based on the number of laps they have walked. A group of students in the school are given the responsibility to present students with a charm for the benchmark they reached. The benchmarks include; 5 miles (50 laps), 10 miles (100 laps), 15 miles (150 laps), 20 miles (200 laps), 25 miles (250 laps), 30 miles (300 laps), 35 miles (350 laps), and 50 miles (500 laps). Students are given the opportunity to wear their necklaces every other Friday.

The Walking Track was implemented at the beginning of October 2008. Our students have been very receptive to the program. We have seen students encouraging others, students working together to reach their goals, and an overall improvement in playground behaviors. There has been a decrease in playground discipline referrals. Students are proud of their accomplishments and take pride in showing off their necklaces.

On the Right Track

Submitted by Teresa Singer and Mary Riddick, Lenoir County

Northwest Elementary School has demonstrated its commitment to getting our students on the right track towards healthy and happy living by participating in a walking program called the "Mileage Club" and installing a walking track to honor Gary Southerland. Mr. Southerland served as our Physical Education teacher for nearly 20 years where his work and example made a positive impact on our staff, students and community. Our students were able to see beyond his physical strength and realize the strength of his character and moral integrity. Because of the influence he has had on our students, we have attempted to honor him accordingly. A large sign surrounded by beautiful landscaping was erected on the site to honor Gary, who was an advocate for healthy living and an active lifestyle. In an attempt to recognize the strength of Gary's character and to promote positive behavior and integrity with our students, the track is outlined with signposts with words of good character such as courtesy, cooperation, trust, responsibility, respect, etc.



Thanks to grants and private donations, we have been able to financially support this program to develop positive fitness habits beyond physical education class. The Mileage Club works like this, students may choose to walk or run $\frac{1}{4}$ mile laps around the playground perimeter during recess. All participation is voluntary. At the end of recess the number of laps the child walks is recorded by punching numbers out on his/her "mileage club card". Each card has

20 small feet on it. When a student has completed 20 laps (5 miles), he may redeem the card for a foot charm to place on a chain necklace. Students reaching 25, 50, 75, or 100 miles receive special charms such as a medal, sneaker, runner, and the number 100. All students receiving a 25 mile charm will be recognized on Awards Day at the end of the year. Students receive their charms once weekly at a designated time and wear them with pride daily.

Since the program was initiated last spring, our students have walked in excess of 20,000 miles. We have displayed a map in the gym and cafeteria to map how far we walk collectively each week. We announce weekly the students who have walked 25, 50, 75, and 100 miles, along with where in the US our miles of walking would take us.

We have experienced first hand the benefits this program has had on our students in terms of behavior, positive fitness habits and self-esteem. Children are discovering that physical activity is fun and rewarding. The program motivates children to become fit. For teachers, it reduces the incidences of negative behaviors on the playground and allows students to exercise to burn off that excess energy and stimulate endorphins in the brain to improve students' self concepts.

Northwest is committed to doing what we can to prepare our children for the future, including improving their physical well-being as well as encouraging positive behavior, as our students are encouraged to "walk to be healthy; walk to be happy".

